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**ANNUAL REPORT
OF
THE COLLEGE
OF CHARLESTON
TO THE
GENERAL ASSEMBLY**

JULY 1, 1979—JUNE 30, 1980



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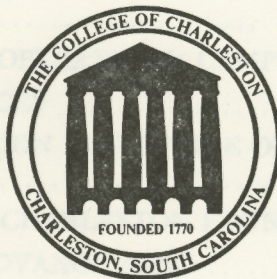
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STATE BUDGET AND CONTROL BOARD**

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Ralph Conrad	Bookstore Manager
Ann W. Patrick	Director of Food Services

PUBLICATIONS

The following documents are publications of the College:

The College of Charleston *Bulletin* (the College course catalog)

The College of Charleston *Student Handbook*

The College of Charleston *Graduate Programs in Elementary Education and Marine Biology*

The College of Charleston *Evening School Program*

The College of Charleston *Summer Program*

The College of Charleston *Directory* (addresses and telephone numbers)

Student Publications: *The Comet* (yearbook), *The Meteor* (newspaper), *The Miscellany* (literary magazine)

The College of Charleston *Newsletter* (for the Alumni and Friends of the College)

Invitation to Excellence (general information pamphlet)

Speakers Bureau brochure

FISCAL YEAR 1979-1980 ORGANIZATION CHANGES

The following positions were eliminated:

1. Legal Counsel
2. Director of Food Services

STATUTORY AUTHORITY

By Section 10 of Part III of an Act bearing Ratification No. 1050, enacted at the 1970 Session of the South Carolina General Assembly, approved by the Governor on April 2, 1970, the State of South Carolina acquired all property of the College of Charleston and assumed the operation of the College as a state supported institution of higher learning, its governing board to be the State College Board of Trustees, created by Act No. 353 of 1969 (Trustees).

THE BOARD OF TRUSTEES

The Board of Trustees of the College of Charleston is composed of sixteen members, appointed by the Governor of the State of South Carolina with the advice and consent of the South Carolina Senate. Each of the sixteen judicial districts of the State is represented by one member of the Board. The official title of the Board is the South Carolina State College Board of Trustees.

SOUTH CAROLINA STATE COLLEGE BOARD OF TRUSTEES

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Term Ending June 30, 1981

Calhoun Lemon, Barnwell, S. C.	2nd Judicial Circuit
Allard A. Allston, Darlington, S. C.	4th Judicial Circuit
Fitz-John C. McMaster, Winnsboro, S. C. ...	6th Judicial Circuit
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Peter D. Hyman, Florence, S. C.	12th Judicial Circuit
John M. Trask, Jr., Beaufort, S. C.	14th Judicial Circuit
Eleanora R. Richardson, Union, S. C.	16th Judicial Circuit

Term Ending June 30, 1983

J. I. Washington, III, Orangeburg, S. C.	1st Judicial Circuit
Edward S. Erwin, III, Sumter, S. C.	3rd Judicial Circuit
Joe E. Berry, Jr., Columbia, S. C.	5th Judicial Circuit
Ellen C. Watson, Spartanburg, S. C.	7th Judicial Circuit
F. Mitchell Johnson, Charleston, S. C.	9th Judicial Circuit
D. Don Caughman, Lexington, S. C.	11th Judicial Circuit
John E. Johnston, Jr., Greenville, S. C.	13th Judicial Circuit
Alex M. Quattlebaum, Florence, S. C.	15th Judicial Circuit

HISTORY

Although founded in 1770, the College of Charleston began its corporate existence March 19, 1785, with classes beginning July 3, 1785. In 1794, the first degrees were conferred and in 1837, it formally became the first municipal college in the United States. The College of Charleston became a coeducational institution in 1918.

Rich in tradition and history, the College's graduates enjoy national prestige in countless areas of public life. Among its distinguished alumni, the College of Charleston lists such men of letters as James DeBow, Paul Hamilton Hayne, Ludwig Lewisohn, and Edward McCrady. Other alumni who have figured prominently in this country's political history include: Mendel J. Davis, U. S. Congressman; James B. Edwards, Governor of South Carolina; John C. Fremont, explorer and Presidential Candidate; Joseph E. Jacobs, Ambassador; Burnet R. Maybank, Mayor of Charleston, Governor of South Carolina, and U. S. Senator; L. Mendel Rivers, U. S. Congressman; and Ferdinand A. Silcox, Chief Forester of the United States.

Other alumni who have made indelible impressions in other fields of endeavor include: Frank Blair, network news commentator; Frances Ravenel Smythe Edmunds, Preservationist; William S. Gaud, Executive Vice-President of the International Finance Corporation; Dr. Webb E. Haymaker, Senior Scientist and Director, Life Sciences, NASA; Wendell M. Levi, Attorney, Author, Horticulturist and Ornithologist; Josephine S. Pinckney, Authoress; Edward L. Powers, Geneticist and Zoologist; Herbert R. Sass, Author; Paul E. Scherer, Theologian; Forsythe Sherfesse, Financial Advisor to the Chinese government and Forester; and Albert Simons, Architect and Author.

On July 1, 1970 the College of Charleston became part of the higher education system of the State of South Carolina and thereby entered into a new phase of history. As a state agency, the College has expanded and provided new majors and course offerings to better serve the students, the community, and the state. Its growth has been far more rapid than any experienced in the past.

Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 21; the enrollment from 1,040 to 5,033; the faculty from 52 to 211; the course offerings from 300 to 996; and the staff from 72 to 400.

The College's accreditation was reaffirmed in 1975 by the Southern Association of Colleges and Schools. It is an equal opportunity institution.

PURPOSE

Until July 1, 1970, Charleston was without a state-supported, general purpose college open to students of both sexes. The purpose of the College of Charleston is to bring a varied and well balanced higher education program within the reach of all qualified students in the region and the state. Although every county in the state is represented in its student body, the great majority are from the commuting area. Its purpose as an institution is to provide an expanded range and quality of academic programs at a cost comparable to that of other state-supported colleges.

The program of the College will continue to be oriented to instruction in the Arts and Sciences on the undergraduate level. Post-graduate programs will be restricted to the Master's degree level and limited to carefully chosen and developed fields of local need. The College participates in graduate instruction as authorized by the Commission on Higher Education.

In the past, without the existence of a state-supported institution, 70% of the high school graduates of the local area terminated their formal education. It has been one of the purposes of the College to narrow and ultimately close the educational gap for Charleston and the low-country area. Recent figures indicate some success in this endeavor although the percentage of high school graduates who are able to attend a four-year senior institution is still higher elsewhere in the state.

The enrollment growth in the past ten years provides a measure of the success in this massive undertaking. The continued status during this period as one of the fastest growing South Carolina senior colleges in a time when many colleges were dealing with decreases in enrollment indicates that the College still does not have all the facilities and resources necessary to serve all of the low-country citizens and the students enrolled.

At its bi-monthly meeting held in Florence, S. C. on Wednesday, January 16, 1974, the State College Board of Trustees approved the following *Statement of Purpose* for the College of Charleston:

"As a General Purpose College:

To provide a comprehensive program in the arts and sciences, and such complementary programs as education and business administration, leading to the baccalaureate degree for students

whose prior academic training and performance indicate the potential for success at the College of Charleston.

To provide programs leading to the Master's degree which are consistent with the geographical location and the resources of the College of Charleston and the needs of the state and the community.

To provide a comprehensive program of continuing education and cultural, social and recreational services for residents of the low-country and the state, insofar as these services are consistent with the College's primary academic purpose. To afford to the state and community the advantages and benefits of the professional expertise of its faculty to the extent feasible and appropriate to an institution of higher learning. To encourage research and insofar as possible to provide an environment within which faculty members may make a contribution to the search for knowledge."

In addition to this stated purpose, the College established annual goals with specific tasks or objectives to achieve these annual goals. In 1979-1980 the organizational goals and specific objectives were stated as follows:

A. STRESSING THE PRIMACY OF QUALITY EDUCATION

1. by promoting and implementing the Honors Program
2. by promoting and implementing the Computer Science Major
3. by defining the M.A. program in Fine Arts (1980-1981)
4. by exploring new approaches to study abroad, such as the Travel to Russia program
5. by pursuing more outside funding for instructional programs and research
6. by expanding institutional research and evaluation efforts in the academic area (such as the ILP study), specifically including formal assessments of Maymester and Summer School
7. by expanding the internship program. e.g., Preservation of the 19th-century Scientific Equipment (National Historic Summer Intern Project), MPA Internships, Coop-Exchange Programs, Student and Faculty Exchange and Internships, Local and State Government Internships
8. by exploring avenues for introducing a value-dialogue component into the curriculum, as one aspect of re-evaluating the humanities component of the general education requirement

9. by defining and initiating a staff development program through clarification of the faculty sabbatical program, exploring a staff sabbatical program, and elaborating a more systematic faculty rewards and staff rewards system related to development
10. by defining a model student body profile and approaches for attaining profile goals over the next five years
11. by elaborating a clearer definition of the role of the College in the Charleston Higher Education Consortium
12. by increasing the number of computer terminals and data storage of the mini-computer
13. by further developing special arts programs, including the Academy of Fine Arts and summer arts festival-workshops (with a pilot project involving the Charleston Youth Orchestra this summer)
14. by developing and implementing various other summer honors institutes on the highly successful model of the Governor's School, e.g., a Language Institute, a Science Institute, and the like
15. by organizing and conducting conferences, exhibits, and meetings to enrich academic programs, particularly a national conference on higher education consortia, residential short-term conferences (e.g., College Alumni Weekends), the Antiquarian Book Sale, the Preservation Conference, the Conference of Governor's Schools, and the Bibliographic Conference
16. by organizing a National Print Show annually
17. by cooperating with the Nursing School of MUSC to offer graduate courses in Nursing Education
18. by increasing our archival holdings by acquiring the Maybank papers, works of women and minority composers, the Old Slave Mart collection, the Spoleto papers, and other significant materials
19. by intensifying efforts to increase the participation of seniors in competition for national fellowships
20. by implementing a film library
21. by reinforcing efforts in the improvement of students' basic academic skills through increased tutoring, intensified or compact instruction, and self-pacing techniques such as ILP
22. by reviewing and upgrading all publications to enhance the academic image of the College

B. STRESSING A MORE PERSONAL COLLEGE

1. by strengthening the mentor program through the introduction of a peer mentor component
2. by strengthening the retention program for minorities and students placed on probation and the special adviser program, by conducting workshops on campus life and retention, new approaches to orientation, pursuing drop-outs, and the like
3. by improving campus communication, both within the student body and among faculty and staff
4. by expanding the awareness on the part of faculty and staff of the College's concern for minority affairs
5. by visitation in public schools to counsel teachers in graduate offerings for continued certification
6. by implementing a student leadership training program
7. by completing the career planning handbook (c. January, 1980), and introducing a computer terminal to make State job directory immediately available to job applicants
8. by conducting workshops on how to take interviews and how to tap the hidden job market
9. by introducing an extended orientation program for foreign students and a host family program

C. STRESSING THE COMMUNITY SERVICE ROLE OF THE COLLEGE

1. by implementing "cluster" courses in Continuing Education, vocationally-targeted in accounting, marketing, and management
2. by introducing a Community Television College using Cable TV
3. by improving relations with local high schools as a way of attracting their abler students
4. by reinforcing Upward Bound and other outreach programs by strengthening efforts in community service projects such as the drug abuse program
5. by exploring flexible approaches to course scheduling for Armed Services personnel, persons in transition, et al.

D. STRESSING THE IMPROVEMENT OF BOTH THE MANAGEMENT AND THE FINANCIAL POSITION OF THE COLLEGE

1. by conducting a Library user survey
2. by improvement of articulation of Trident Technical College
3. by managing resources more effectively
4. by exploring new approaches to improve the College's enrollment patterns
5. by initiating a cost profile on the Library's periodical collection
6. by centralizing graduate students' files in the Graduate School Office
7. by reorganizing the Registrar's Office and centralizing registration within the Registrar's Office

ACADEMIC AFFAIRS

Faculty and Faculty Development

It is agreed generally that at the time faculty members complete their advanced degrees and take teaching positions, they are only beginning the career-long process of becoming fully competent professional teachers, advisors, evaluators, committee workers, educational philosophers, and researchers. New faculty need guidance to develop the skills essential to carrying out these critical responsibilities effectively, because not knowing how to perform well prevents career satisfaction. Furthermore, there is a continual need to improve courses, to understand new approaches and techniques, to assimilate and teach new knowledge, and to grow personally. This is the unending process of retooling, recharging, refining, and extending professional development while, at the same time, deriving the self-satisfaction and insight necessary to sustain good morale as effective mentors. What better way exists to serve institutional goals and to improve instruction than through the personal and professional growth of faculty?

In addition, it is recognized that faculty evaluation can be an important aspect of faculty development, since such evaluation can reinforce personal growth and instructional improvement throughout a faculty member's career. In one sense, the primary goals of faculty evaluation are identical to those of faculty development, i.e., the improvement of college teaching and the improvement of student learning. In a broader sense, such evaluation means

guiding the growth of faculty members as persons embodying the qualities which a college or university seeks to cultivate. When appropriately used, the information derived from evaluation can be most valuable in the propagation of faculty development.

Faculty members are a college's or university's primary resource for stimulating learning and the central force in maintaining and enhancing its character, vitality, and outreach. Therefore, ongoing programs of faculty development and faculty evaluation should be of the highest priority in every institution of higher learning.

A specific illustration of the impact of faculty development is reflected in excerpts from the English Department's current annual report.

"Our efforts to improve the writing ability of all students at the College, regardless of major, is bearing fruit.

The set of symbols devised in 1977-78 for college-wide use in the grading of papers cannot help but produce beneficial results if it is put into use in all disciplines. These symbols will be redistributed to all faculty members early in the fall with a reminder about their use.

The College Skills Writing Laboratory has been of continuing invaluable assistance to those in need of supplementary instruction in grammar and basic writing skills. During the fall semester, 187 students made 417 visits to the lab; in the spring, 120 students made 340 visits. During the year, the lab was staffed by four full-time faculty members and one part-time instructor.

Three of those who have been involved in lab instruction, either currently or in the past, are completing this summer, with the assistance of Lilly Grant funding, a program of computer modules designed to improve the efficiency of our lab instruction.

The experimental sections combining 01-101 English courses continue to appear successful. Our evaluations of this program, still inconclusive because of the lack of sufficient accumulated data, are being continued during the current summer sessions. Three such combined sections will be offered in the fall semester.

Placement tests, administered last summer to all students with SAT verbal scores of 430 or below, were used to identify those who would profit from English 01 or 01-101. This summer, the cut-off SAT verbal score was raised to 500 in the

belief that we might thereby more effectively identify those in need of improved basic writing skills.

The department is continuing to cooperate in a Charleston Higher Education Consortium effort to improve secondary school instruction in composition skills. A pilot course for secondary school English teachers was conducted by one of our faculty members at the Citadel this summer.

In scholarly activities and professional development, our department's faculty continues to be very active.

During this academic year, 16 of our 18 full-time faculty members attended 19 national or regional professional meetings. Since several attended more than one of those meetings, the total attended by those 16 individuals was, in fact, 28 meetings—supported by the College, Lilly Grant funds and faculty members' personal funds.

Seven faculty members have presented a total of eleven papers at professional meetings; six have had a total of seven papers published or accepted for publication; one is beginning work on a second book and two have completed books which will be published shortly; two have published chapters in books in their specialty; four have published reviews; three have chaired or participated on panels at professional meetings; one has published four poems and given three public poetry readings.

One faculty member was named State Liaison Officer for the National Task Force on Testing for the Conference Composition and Communication; one is an associate trustee of the Wordsworth Library, Grasmere, serves as secretary of the Wordsworth bibliographer for *English Language Notes* and is a reviewer for *The Wordsworth Circle*; one is Hungarian editor of *The Annual Bibliography of English Language and Literature*, Cambridge, England, and editorial advisor to *The Canadian-American Review of Hungarian Studies*; one has been appointed program chairman and one local arrangements chairman in preparation for the Southeastern Regional Conference on Christianity and Literature to be held at the College in 1981; and one is a vice president of the Georgia-South Carolina College English Association.

Two faculty members have received College of Charleston mini-grants. One of those is the recipient of an American Philosophical Society Research Grant-in-Aid to continue his

research during the current summer. One faculty member is attending an NEH summer seminar at Princeton this summer and is planning to use that experience and his previous studies at the foundation for a course in Edmund Spenser to be offered in the spring semester, 1981. Another professor has received funding from the Honors Program Committee, to assist in preparation of the department's initial contributions to the Honors Program next year, and from the Lilly Foundation, to assist in preparation of a proposed new course in religious studies.

One professor spent a leave in the spring of 1979 traveling through England, visiting locations connected with English literature. Another took a leave in the fall of 1979 at the University of Texas studying Sanskrit and Indo-European Culture and Religion, providing additional material for her History of the English Language course, and taking a special topics course in Theories of Composition and Rhetoric.

One of our students was South Carolina's candidate in the final Rhodes fellowship competitions last year."

Generally speaking, it should be noted that probably no faculty our size in the entire Southeast was more productive during this current year. Approximately 300 articles and papers were either published in juried journals or presented at professional meetings. This is astounding when it is realized that in 1974-75 less than a dozen papers were presented or published by this same faculty which was similar in size to this year's faculty. This year alone, books *authored* or *edited* by our faculty members numbered twenty three and were printed by such presses as the University of North Carolina Press, the University of South Carolina Press, Abrams, G. K. Hall, University of Chicago Press, W. B. Saunders, University of Granada Press, Jossey-Bass, E. P. Dutton, Appleton-Century-Croft, Von Gorcum, Scott-Foresman, and the University of Illinois Press. This accomplishment in and of itself is a record worthy of challenge to any institution of our size.

Programs

A few new programs were initiated this year and a number of the older ones were redefined.

The *Freshman Abstract Reasoning Program* is a multi-disciplinary program designed to increase problem solving skills of students by increasing their analytic reasoning ability. This is in response to the apparent decline in reasoning ability in young adults. A group

of faculty members representing the fields of economics, sociology, astronomy, mathematics and library science have developed this program aimed at focusing on these cognitive capabilities while enrolled in normal freshman academic courses. The project was funded by a \$25,000 grant from the National Science Foundation.

The International Student Exchange Program is a program of our Office of International Programs, coordinated through Georgetown University with fifty-nine other institutions in the United States and several hundred academic institutions throughout the world. The administrative aspect of this consortium is underwritten completely by the Directorate for Educational and Cultural Affairs of the United States International Communication Agency under the authority of the Fulbright Hays Act. The purpose of ISEP is to establish and facilitate the regular exchange of students between these cooperating institutions. The program is unique in that no money is paid between cooperating institutions or to ISEP. All exchanges are based upon a reciprocal exchange of students, each institution using funds left by outgoing participants or their sponsors to provide costs and benefits to incoming participants. Each participating institution collects tuition, fees, room, board and insurance (if any) charges from outgoing students sufficient to cover the costs to incoming students. The only additional cost to a student is travel to and from his/her host institution and whatever incidental spending monies needed. As indicated, no monies are transferred and each cooperating institution is responsible for collecting charges from its outgoing student to cover the costs to the incoming visiting student.

A sample of the United States institutions participating are: University of California, University of Delaware, Georgetown University, Emory University, Knox College, Earlham College, Boston College, Brandeis University, Saint Olaf College, University of Kansas, University of Missouri, Carleton College, North Carolina State University, University of New Mexico, University of Rochester, University of South Carolina, Dickinson College, University of Tennessee and Texas A & M. Thus far, major colleges and universities of 41 foreign nations, spanning every continent, are contracted to participate.

The Critical Languages or Self Instructional Language Program offers the opportunity to study such languages as Arabic, Chinese (Mandarin), Japanese, Greek (Modern), Russian, Swahili, Hungarian, Hebrew, Persian, et al. A particular language is offered in response to student requests if suitable study materials can be

obtained and suitable tutors, native speakers, are available. Study consists of two hours of self instruction daily, using text and tapes, and two one hour tutorial sessions each week. Students provide their own cassette players and blank tapes. Only students with strong academic records, aptitude for language learning, high motivation and self discipline participate in the program.

Computer Science—The importance of the study of Computer Science in a liberal arts environment is becoming increasingly evident. Computer simulation of abstract and real world systems now forms the basis for research in many areas. Computer assisted analysis of problems touches every academic discipline. A growing number of our institutions, including banks, insurance companies, manufacturers, retailers, and governmental agencies would be incapable of efficient operation today without the aid of their various computer systems. Job content in computer related positions within these institutions is requiring higher levels of education to deal with the rapid evolution in computer and information sciences. To help meet these fast growing demands the College defined, had approved and initiated a *Computer Science Major*.

This program endeavors to serve the needs and interests of a broad spectrum of students who see the probable interaction of computers in their present or proposed careers, while insuring a sound foundation for those students who seek to major in Computer Science.

The program offers two principal concentrations leading to baccalaureate degrees in Computer Science. Besides the basic degree leading to a professional career or graduate study in Computer Science, there is a concentration in Information Systems leading to professional positions as applications programmers, systems analysts, and information systems managers.

Master of Arts in Fine Arts—A new program leading to the Master of Arts in Fine Arts has been defined. In the course of preparing this program a thorough survey of the *College Blue Book*, which provides a description of all graduate degrees in the United States, determined that at present there exists no other program like the one proposed here. In South Carolina the graduate programs involved with Fine Arts are all degree programs in the individual arts, either professional degrees or education degrees. Only at Ohio State is there a similar program and it offers the bachelors degree and doctorate degree (no masters degree) in Comparative Arts. This, too, is largely an individually devised

"independent study" program. Thus, the intended Master of Arts in Fine Arts at the College of Charleston is unique and consistent with the new growing interests in the inter-relationships of the arts for education as prescribed in the recent Rockefeller Report (*The Arts, Education and Americans*), and the employment opportunities involved in the large number of art festivals and art councils arising throughout the nation.

This program is designed (1) to provide broadly trained individuals qualified to handle the multiple demands often made on fine arts teachers in elementary and secondary schools; (2) to provide individuals capable of functioning within the greatly expanding areas of local, state and national arts administration groups, art festival organizations, etc.; (3) to enable qualified students to go on to study for the doctorate degree; (4) to provide interested individuals (degree and non-degree seeking) the awareness of and the means to achieve a "higher quality" of life through the arts. It should be recognized also that the College of Charleston can offer a unique environment with the presence each year of the Spoleto Festival USA, which offers unlimited rich resources for study and apprenticeship in a very comprehensive arts festival.

Honors Program

The College of Charleston recognizes that gifted and talented students have special educational needs. In order to help meet the needs of such students, the College has an *Honors Program* which gives unusually able students the opportunity

- to take special courses designed for students of high ability
- to engage in independent projects and research
- to confront greater intellectual challenges and stimulation
- to receive individualized instruction through a tutorial system
- to participate in a peer community of students with similar abilities
- to participate in more intensive intellectual discussion and debate.

The special features of the Honors Program are the following:

The Honors Colloquium—Small, seminar-style classes which emphasize student participation and discussion. Honors Colloquia are more than just accelerated courses. They are more intensive, meet more frequently, carry more academic credit than courses in the regular curriculum, are broad in scope and transcend traditional disciplinary boundaries. Normally, they are taught by a team of professors from different academic departments.

The Tutorial—Modeled after the program of instruction in use at Oxford, Cambridge, Harvard and other major universities. Each academic department has a course numbered 399 and entitled "Tutorial". Juniors in the Honors Program enroll in a tutorial either in the Honors Program or in the department of their major. Each tutorial is designed to supplement regular course offerings and to respond to the particular interests, needs, and goals of an individual student. Together with their tutors, students design their own individual courses of study, determine reading and written assignments, and plan independent projects. Then, they meet individually with their tutors weekly to discuss readings and written work, as well as to report on the progress of their research.

Special Courses—Honors Program courses in English, mathematics, the laboratory sciences and special topics courses in accordance with student and faculty interests. Also, students are encouraged to complete scholarly off-campus projects which may include study abroad, internships, or special research projects.

The Honors Center—One of the historic buildings on the College of Charleston campus. The Honors Center has a seminar room as well as a lounge and reading room for the use of Honors Program students and faculty. Students come to the Honors Center to study, meet with professors, work on group projects, socialize, and informally discuss issues of importance to them. In addition, speakers, seminars, and discussion groups will be scheduled regularly in the Honors Center. In short, the Honors Center will be the focal point for the social and intellectual activities of the Honors Program.

Thirty-eight incoming freshmen have enrolled for the fall semester's Honors Program. Their average SAT scores total 1260, i.e., 632 their average verbal score and 628 their average quantitative score.

Chemistry Department Certification

In the fall semester the Chemistry Department was notified that the *American Chemical Society had approved the department for certification of its graduates*. This approval was the culmination of a process begun in 1977-78, when the department undertook a self-study designed to assure that its program and facilities met the criteria and standards specified by the Committee on Professional Training of the American Chemical Society. The department provided the Committee with data on a wide range of activities within the department, the number and qualifications of the

faculty, equipment available for instructional purposes, and the records of majors graduating from the department. Less than half of the chemistry departments in the country are approved by the American Chemical Society. Benefits expected from this recognition include certification of graduates in Chemistry from the College, advantages for graduates applying to graduate and professional schools and those seeking employment, and advantages to the department in obtaining grants.

Humanities Center

Last year the Department of History emphasized the overall importance of modernized liberal arts studies and initiated or supported faculty seminars and discussions or simple "chats" about the utilization of these subjects in every discipline. Encouraged by the success of these informal deliberations, in January 1980 the department proposed the formation of a Humanities Center, initially consisting of a Committee composed of one representative from each of the following departments: English, Fine Arts, Foreign Languages, History and Philosophy.

The task of this Committee is: (1) to promote the study of the Humanities at the College of Charleston; (2) to promote inter-departmental dialogue on the Humanities; (3) to encourage an interdisciplinary study of the Humanities; (4) to promote an awareness and appreciation of the Humanities in the Charleston community; (5) to study the possibility of expanding the Humanities Center and acquiring outside funding in order to strengthen the quality of study and research in the Humanities at the College of Charleston.

The substance of the center is not to set up more faculty committees, but to create working groups which will work toward specific goals, experimenting and judging simultaneously the methods of implementing these goals. Succinctly stated, it is our aim through enhanced programs in the humanities to bring to the surface the essence of liberal learning: education for life and not only for jobs.

Math Meet

Approximately 500 students and teachers from 55 South Carolina high schools met at the College of Charleston in February for the 1980 *Math Meet*. The competition was sponsored by the Mathematics Department and the Pi Mu Epsilon Society. This year the competition was expanded to include demonstrations and contests throughout the science departments. The Math Meet continues to

expand and is expected to draw students from nearby states in the coming year.

For the second consecutive year a Mathematics and Computer Science Institute for high school students was funded by the National Science Foundation. This year the Student Science Training Program ran from June 22-August 2 in conjunction with the Governor's School program. During the day, students participated in problem solving, mathematics and computer science classes and in extended laboratory sessions. During the evening and weekends, they were free to participate in Governor's School activities. This year an additional SST grant was received to sponsor summer research assistantships for local minority students. These students worked with researchers in the mathematics and science departments during the summer and fall of 1980. Too, this was the second year of a two year NSF-LOCI grant which was funded to develop modules for computer assisted instruction for calculus and linear algebra. A number of modules have been developed and class tested this year and work in this area continues.

The Center for Continuing Education

This year the Center was reorganized. Approximately 150 credit courses are offered in the evening for students who cannot attend day classes. Every discipline offered at the College of Charleston is represented in the evening school schedule. All credits earned may be applied to degree requirements and students may complete all requirements for degrees in the Business and Education departments by attending evening school.

Older students or "re-entry" students, those returning to an educational setting after a number of years, return to the credit courses for many reasons. Some of these students are returning to update job skills or renew certifications. Many women and men are returning to complete college degrees which they began years ago and because of family responsibilities, jobs or the military were unable to finish. Others are attending credit courses for self-fulfillment.

Mid-life career change is another factor which brings adults back to the college campus. Today workers expect satisfaction as well as paychecks from their work. This expectation often means the worker needs additional training or may need to begin an entirely different educational program to become qualified for a new field.

The Center for Continuing Education will provide or coordinate the following services for the returning re-entry student: orien-

tation, seminars, individual advisement, career planning, phone-in registration, and walk-in registration.

Each semester the Center offers a wide range of non-credit courses for the citizens of the Tri-county area. These programs may range from the popular "Historic Charleston" to a mini-course series in "Supervisory Skills for the Middle Manager." The topics vary each semester according to student demand and availability of instructors. Any group or organization may request that a particular subject be included in the course schedule provided sufficient enrollment is identified for the course. Continuing Education Units (CEU's) may be awarded for participation in non-credit seminars. The CEU is often used by professional organizations to indicate that a member has updated skills and continued to "keep up with the field." A certain number of CEU's may be required each year by certain employers or organizations to maintain certification standards.

The Center sponsors conferences and seminars to enhance the educational opportunities provided by the College of Charleston. An example is the South Carolina School of Alcohol and Drug Studies offered at the College of Charleston each June. This school is sponsored by the College of Charleston and the South Carolina Commission on Alcohol and Drug Abuse and provides training for more than 400 individuals each summer. A number of state and national organizations meet at the College through the Center.

The Academy of Fine Arts provides an opportunity for area youths to obtain music training from some of the top musicians in the area, another example of the outreach function of the Center for Continuing Education.

Finally, each semester the Center for Continuing Education will provide a series of seminars for re-entry students. Center staff members are available until 10:00 o'clock each evening Monday through Thursday to advise students and assist them in selecting courses or programs.

STUDENT AFFAIRS

Financial Assistance and Veterans Affairs

The basic philosophy of the Financial Assistance Office is to provide the financial means needed by qualified students to attend the College of Charleston. Programs include federal financial aid through the Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, the National Direct Student Loan and College Work-Study. Veterans Benefits are available through the Veteran's Affairs Office. Scholarships are available from endowed funds provided by the College of Charleston Foundation. In addition, many students receive awards from outside organizations. Approximately 1,500 students were assisted through this office totalling over \$1.5 million in financial aid funds.

Student Health Services

The College of Charleston provides an on-campus Health Service to promote and maintain optimum health of students while attending the College. The service provides routine office care and the services of a physician and a nurse on a daily schedule at no charge to the student. A R.N. is also available for evening and weekend emergencies.

Student Health Services also provides routine laboratory evaluation and dispenses medication for acute care.

During the year a total of 6,322 patient visits were made to the Student Health Office with a greater percentage of visits representing significant medical problems, this best illustrated by a doubling of lab tests and a six-fold increase in hospital admissions. In spite of the changing complexion of visits, the cost has been held down to \$13.67 per visit, a figure which includes laboratory examinations. This would compare to approximately \$19 per visit to area Family Practitioners, more for specialists, and approximately \$32 for an emergency room visit. Area governmental health providers have computed costs as high as \$70 per patient contact.

Student Health Services continues to offer consultations with various college groups interested in health education and continues to maintain an emphasis on patient education with each health care visit.

Residence Halls

In the fall of 1979, the residence halls housed 1,275 students. This included temporary triples in Buist Rivers and the College Lodge. Therefore, at the beginning of the Fall Semester 1979, resi-

dence hall occupancy level was 101%. The trailers at 28 George Street were closed for the Spring Semester to make way for the Physical Education Center. For the fifth consecutive year there were more students desiring space in the residence halls than the College had space in which to accommodate them. A waiting list exists.

The College furnishes a bed with a mattress (twin size beds), a chest of drawers, a desk and a chair.

Residence Hall Counselors and staff working with the Director of Residence Life plan and maintain an active residence hall program and conduct periodic inspections of rooms for sanitary and safety conditions, unauthorized property, and damages to property in order to properly maintain College facilities and to help make dormitory life pleasant and conducive to study.

This year a representative from the maintenance department assisted the Residence Counselors with the room inspections. This proved to be very beneficial as maintenance problems were detected much earlier and dealt with before minor problems became major expense items.

There was extensive summer usage of the dormitories to house various groups, including Spoleto performers, Substance Abuse Workshop, Governor's School students, Upward Bound students, several smaller workshops and clinics, and regular Summer School students at the College.

Campus Minister

Under the leadership of the Campus Minister the program offered by the denominational chaplains has experienced good and constructive growth. The Religious Activities Council continues to meet regularly throughout the school year and sponsors a number of programs such as receptions for students and offering ministerial services to College students. The Campus Minister is concerned with (1) a ministry of care, (2) a ministry of counseling, and (3) the coordination of religious activities.

Counseling

Students may come to the Counseling Office at any time for confidential help with a wide variety of concerns. These include academic concerns and career-related concerns. However, most are concerns of a personal nature. Personal concerns include difficulty in interpersonal relationships, anxiety, depression, loneliness, inadequate self-concept and lack of self-confidence. Individual testing for ability, aptitude, personality, and interests is also available

in a confidential setting. Approximately one-half of the 3,232 appointments held in 1979-80 were for personal counseling, and when necessary, these students were referred to the Medical University Out-Patient Clinic, the Mental Health Center, and psychologists in private practice.

The Mentor Program involved 122 faculty mentors and approximately 1,750 advisees, and included a Mentor Training Workshop held during the fall semester for 8 weeks with 10 faculty and staff participants. A Mentor Newsletter is published monthly and serves as a clearinghouse for information to mentors.

New students are counseled by the mentors on minimum degree requirements, and are helped to select appropriate courses and prepare class schedules. Prior to the students' meeting with their mentors, placement tests are given in mathematics, English and reading. New students are also seen prior to registration for the second semester. The office continues to administer a number of testing programs such as the College Level Examination Program Test, Miller Analogies Test, and other tests as an adjunct to the counseling function.

The College Skills Laboratory, a special part of the Counseling Office, is an academic support program involving staff professionals, faculty members and student assistants. As component parts of this operation, there are Reading Study Skills, English, Writing, Mathematics, and Physical Science Laboratories. The CSL assisted a total of 2,128 students, for a total of 4,628 contacts during the 1979-80 academic year. The Reading Study Skills Laboratory received 1,309 student visits; the English Writing Laboratory—747 visits; and the Science Laboratory, which began operation in January 1980—68 visits.

Career Development and Placement

This office was created in July 1976 to bring together the services in placement, cooperative education, experience learning, and career development.

During this fourth year of operation, the Career Development Office has strengthened its existing programs, provided services to an increased number of students, implemented new programs, and clarified its relations with other college departments and community organizations. Career workshops were provided during the year for the Business, Education, Math, History, Philosophy, Psychology, Political Science, and Urban Studies departments. Special materials were prepared for the Mentor Program, the Student Gov-

ernment Leadership Training Workshop, the South Carolina Governors' School, and Freshman Orientation.

New emphases for 1979-80 were to stress the career preparation value of extra-curricular activities and voluntary community service, and student affairs staff development through cooperative programs with other local institutions in the Charleston Higher Education Consortium.

The placement section of this office wrote each senior in September inviting them to establish a credential file, and 334 seniors completed that task during the year. Eighty-Six campus interviews were scheduled during the year representing a 50% increase over last year, with 564 students interviewed. The office continues to provide job listings of all types of employment, including part-time and summer, as well as full-time positions. Three career-fests were held during the year: two in the fall and one in the spring which demonstrated assistance to our students from personnel actually working in a variety of occupations. The office continues to participate in the Work-Education Council of Charleston and also to publish its newsletter entitled "Options."

The Office of Career Development was established to address the student's need to prepare for the world of work, and the relevance of a liberal arts undergirding to that preparation. Objectives of the office are:

- to assist individuals in forming their career goals.
- to provide career counseling, experience learning opportunities, and job placement assistance.
- to join with community leaders in assisting students in their transition from education to work.

The major portion of this new program is experience learning, i.e., programs combining work and learning. In these supervised situations 127 students applied theory learned in the classroom and explored possible careers. These programs are intended to strengthen the curriculum in ways consistent with the objectives of the College. Incorporated are Co-op Education, the Governor's Intern Program, the Washington Center for Learning Alternatives, and Departmental Internships.

Bookstore and Campus Shop

The College of Charleston Bookstore, located on campus, exists primarily to provide textbooks to students at the College and maintain a constant source of recommended reference books; the Book-

store also sells office and student supplies. A textbook list is available in the Bookstore and gives a complete list of textbooks required or recommended by professors. The Campus Shop, located in the Stern Student Center, stocks health and grooming aids, magazines, school-related items, greeting cards, and other items for the benefit of the students. Both the Bookstore and the Campus Shop are operated as Auxiliary Services and no state funds are used in their operations. The operations are self-sufficient and all profits that accrue are transmitted to the scholarship funds of the College for the benefit of the students.

Food Service

The College food service is located in a cafeteria in the Craig Union Building. The College takes pride in the quality and variety of food provided. Students have a choice of two meal plans or may elect to pay for their meals on a cash basis.

A snack bar in the Stern Student Center further complements the food service program and caters to the commuting students. A variety of vending machines are also located at convenient locations across campus.

Admissions

Applications for the Fall Semester of 1979 showed 2,308 total applications, and in the Fall of 1979 a total of 1,420 new students were enrolled, compared with 1,417 new students in the Fall of 1978. Of the 2,308 students who applied for admission to the College, 1,933 were accepted, 284 were denied admission, and 91 withdrew their applications before admissions decisions were made.

The visitation of secondary schools in South Carolina continued to be extensive, and visitation of privately controlled schools was continued in good numbers.

The general characteristics ascribed to the 860 entering freshmen are as follows:

Average verbal and mathematical scores on the SAT were 472 and 491 respectively.

Eighty-four percent were from the upper half of their high school classes.

Sixty-six percent were in the top 30 percent of their classes.

Fifty-four students were graduated first or second in their senior class in secondary schools.

Seventy-six percent were from public secondary schools.

Fifty-six new freshmen had graduated from high school in three years.

326 were men (38%), and 527 were women (62%).

49% were from Charleston County, 44% from the rest of South Carolina, and the remainder were from 32 other states.

Approximately 7% were black. This is a qualified statement since many applicants do not provide us with race information prior to admission decisions made.

STUDENT ACTIVITIES

Students are urged to become involved in the wide variety of student organizations at the College. Students have taken advantage of the opportunity to participate in their activities that ranged from dramatics and music to debates, lectures and field trips.

The College had a total of 63 active groups on campus, as well as the Student Government Association.

Members of the faculty, appointed by the College administration, act as advisors to various groups. The Director of Student Activities is responsible for coordinating the scheduling of the activities of the organizations, providing advice and guidance on budgetary and monetary matters, and assisting all advisors and all groups in interpreting nonacademic College policy.

Student Government Association

Each student who enrolls at the College automatically becomes a member of the Student Government Association. The organization is based on mutual cooperation between students, faculty and administration. The Student Government Association is made up of a legislative council in which elected class representatives participate; an executive board composed of student body officers; and a judicial branch. Only the representatives of these three branches are voting members of the SGA. The Student Government Association promotes activities on campus and cooperates in building a better College.

Honorary Societies:

Omicron Delta Kappa
Phi Kappa Phi

Kappa Sigma
Pi Kappa Phi
Kappa Alpha Psi
Sigma Nu

Fraternities:

Interfraternity Council
Alpha Phi Omega
Alpha Tau Omega

Kappa Alpha
Omega Psi Phi
Sigma Alpha Epsilon
Alpha Phi Alpha

Sororities:

Panhellenic Council
Chi Omega
Delta Delta Delta
Phi Mu
Zeta Tau Alpha
Delta Sigma Theta
Alpha Kappa Alpha
Alpha Delta Pi

Student Publications:

Publications Board
The *Comet* (yearbook)
The *Meteor* (newspaper)
The *Miscellany*
(literary magazine)

Clubs and Organizations:

A. S. P. A.
Ballet and Modern Dance
Club
Business and Economics Club
Campus Crusade for Christ
Center Stage
Cheerleaders
Closophic Literary Society
Council for Exceptional
Children
Young Democrats

English Club
Fine Arts Club
French Club
Geology Club
Healthy R.E.S.P.E.C.T.
History Club
International Club
Marketing Club
National History Society
Peer Mentor Association
Philosophy Club
Physics Club
Pi Mu Epsilon
Political Science Club
Pre-Law Society
Pre-Medical Society
Psi Chi
Psychological Association
Religious Activities Council
College Republicans
Ski Club
Spanish Rap Circle
State Student Legislature
(SCSSL)
Student Union for Minority
Affairs
Union Board
Urban Studies

ATHLETICS

The College of Charleston's Intercollegiate Athletic Department continues to grow with enthusiasm and success. Men have the opportunity to participate in basketball, soccer, tennis, sailing, and golf. The women participate in basketball, volleyball, tennis, swimming, and sailing.

The sailing and golf programs received cooperation from the Charleston Municipal Marina and Snee Farm Country Club, respectively. The on-campus tennis courts remain some of the finest in the area.

The gymnasium continues to be inadequate and outmoded for serving the needs of the students. The facility, built in 1938, is used for physical education, athletics, intramurals, club sports and open

recreation. Because of the rapid student body growth since 1969, the physical properties of the total complex cannot meet the demand for its use and are very inadequate for the successful and rapidly growing programs.

All sports participate in full intercollegiate schedules. The schedules consisted of both NAIA and NCAA schools from around the country.

Limited grants-in-aid for athletes were provided by the College of Charleston Foundation. A Faculty Committee on Athletics dealt with academic policy matters related to the development of the program.

Intramurals

With the expansion of the student body, attempts have been made to broaden the intramural program. The objectives are these:

- to encourage enjoyable and wise use of leisure time, while developing a sound body.
- to develop an interest in carry-over recreational activities for pleasure after college years.
- to promote wholesome social relationships that result from team and individual competition.
- to instill a competitive, yet sportsmanlike, spirit in all students.

Activities are maintained through student interest and participation. Competition on the team sport level is accomplished primarily through the cooperation of members of campus Greek organizations, independents, and dormitory participants.

The intramural sports include basketball, softball, racquetball, super star, handball, volleyball, table tennis, tennis, jogging, badminton, bowling, golf, swimming, free throw, touch football and water polo.

ADMINISTRATIVE OPERATIONS: CAMPUS SERVICES

In addition to coordinating the general operation of the President's office and providing assistance to the President and the Board of Trustees, the Administration Division is responsible for several key operations and campus services.

Internal Auditor

The College conducts ongoing financial and management audits of all operations in every division of the agency. The purpose of these audits is to insure fiscal accountability and control as well as

the most efficient use of each dollar received by the College from the State of South Carolina.

Personnel

As part of the office of the Vice President for Administration, the Personnel Division's responsibilities encompass the planning, administering and supervision of personnel programs including recruiting and record keeping for classified employees of the College. It performs all administrative employment functions for the faculty and special program personnel, formulates policies and procedures within the framework of the State Personnel Employment Directives, and insures compliance and conformity in all personnel matters. The Personnel Division maintains close liaison and coordinates all personnel matters with the State of South Carolina Personnel Division. The division coordinates the state-sponsored Blue Cross/Blue Shield Insurance Program for the College, as well as the Faculty and Administrative Staff Life Insurance Program.

Classified personnel employed as of June 30, 1980, totaled 311, which was a decrease of 26 classified employees during the year (357 on June 30, 1979).

Public Safety

The Public Safety Division currently has one Director, 18 Public Safety Officers, 13 Security Officers, 4 Dispatchers and one Clerk III assigned. The Public Safety Officers are required to attend the Criminal Justice Academy for 10 weeks of Basic Training. They are commissioned State Constables with the power of arrest, and they patrol the College of Charleston Campus 24 hours a day, 7 days a week. The Security Officers provide security coverage to four dormitories and the College Gymnasium area. The four Dispatchers monitor five closed circuit television cameras strategically located throughout the campus.

The Public Safety Division is responsible for the issuance of identification cards for all students, faculty and staff. It also maintains a current locator file on all students and employees for emergency situations. Public Safety also maintains the College Lost and Found.

Public Safety is constantly trying to make students and employees aware of crime prevention. This on-going program is accomplished by writing articles in the newspaper and talking to students concerning dormitory and personal security. This approach has apparently worked since the overall trend towards crime on

campus has decreased, even though the College is located in a densely populated, metropolitan area.

Telephone Services

On April 23, 1978, the College converted its telephone system to the new state division of General Services sponsored Centrex system. This system was installed to both expand the capacity of the College's telephone system, as well as to reduce the College's overall telephone costs. This system eliminates the requirement for the College to provide its own operator services, thus achieving for the College a direct cost savings in the amount of \$40,000 per year, formerly spent for operators' salaries. The new automated electronic switching system (ESS) Centrex system, now used by most state agencies in the City of Charleston, provides one central operator service instead of one operator service at each major agency. Through use of the state division of General Services sponsored DAIN system for long distance calls, the College has been able to obtain its long distance telephone service at the most economical rates possible.

Printing and Duplicating

The College's Print Shop produced nearly all the College's printing needs during fiscal year 1979. The only work sent off campus for printing were the admissions bulletin, continuous computer forms, carbon snap-apart forms requiring numbering, and the student yearbook. The College Print Shop employs four full-time persons.

Mail Services

The College mail service employs four full-time staff members and five student assistants. It provides delivery of student mail within the student post office as well as intra-campus mail service and pick up and delivery of U. S. mail to all College facilities including 55 offices. A courier service is operated between the main campus and the Grice Marine Lab at Fort Johnson. Fiscal year 1979 postage expenses amounted to approximately \$52,000.

COMPUTER SERVICES

Computer Services has continued to experience an ever-increasing workload.

Last year saw an employee turnover of six people out of a staff of eleven. Therefore, a large part of the year was spent in filling new positions and training new personnel.

The Center entered into a contract with Wang Labs for a Payroll/Personnel System. After receiving the materials and system tape, it was determined that Wang could not deliver the system according to the contract. The contract was terminated and expenditures refunded.

A new Data 100 remote job entry terminal with a keybatch system was acquired. This system gives the Center the capability to enter data onto a disk pack and to transmit data from the disk or from a magnetic tape. The new system also has a 1000 line per minute printer to speed up printed output.

During 1980-81 efforts will be directed towards obtaining a new Payroll/Personnel System, major redesign of the Fees System, and redesign of the Bookstore's Textbook System. These projects, along with regular system maintenance, continued improvements to the User Instruction Manuals, and ad hoc report requests will be the major work items of the department.

AFFIRMATIVE ACTION PROGRAM AND OFFICE OF HUMAN RELATIONS

In compliance with Executive Order 11246 and amendments thereto, the College established an Affirmative Action Program. The Director of the Office of Human Relations serves as an Assistant to the President. The College's Affirmative Action Plan was approved by the South Carolina Human Affairs Commission in 1973. Reports are submitted to the Equal Employment Opportunity Commission as directed and employment summaries are submitted bi-annually to the South Carolina Human Affairs Commission.

With the passage of the Education Amendments of 1972 which prohibit sex discrimination in any education program or activity receiving Federal financial assistance, and the Rehabilitation Act of 1973 which established a policy of non-discrimination for the handicapped, the Director of Human Relations was designated coordinator for activities under these laws.

The Office of Human Relations addresses itself to the educational and employment needs of individuals and groups affected

by the above legislation. It assures complete access to the College for females, minorities, the handicapped, and Vietnam War Veterans. It identifies problem areas and recommends remedial or supportive activities to the President of the College and other persons in authority in order to establish equal opportunity for all persons.

It acts as a resource office for the special concerns of women, minorities, and the handicapped, and supports programs of interest to this constituency in the College community and on the local, state and national level.

THE COLLEGE OF CHARLESTON FOUNDATION

The College of Charleston Foundation was organized on June 30th, 1970, as a non-profit corporation to operate on behalf of the College. The principal functions of the Foundation have been divided into four basic areas of service to the College: scholarship aid, student activities, faculty development and community service.

During Fiscal Year 1979-80 the Foundation administered and distributed scholarships for 320 students at the College. Student activities are enhanced by special and designated awards presented each year on Special Awards Day. The Foundation also administers the General Endowment and Scholarship Endowment Funds for the College and supports the College's intercollegiate athletic programs and faculty development programs with funds. The Foundation solicits funds from faculty and staff, alumni, parents, business and industry, friends and other foundations.

The Foundation Manager oversees the daily operation of the Foundation and manages the College of Charleston Club, whose function is to operate the Blacklock House for its members, College staff and faculty. The Blacklock House makes an important contribution to community service, since it is open to its members and their guests and to the College staff and faculty and their guests for daily lunches and is available by reservation for meetings, dinner parties and receptions.

INSTITUTIONAL ADVANCEMENT

The Institutional Advancement office coordinates and supervises efforts to promote and interpret the College of Charleston among its several constituencies and the general public. It assists other departments of the institution in identifying private and government agencies which offer funding for projects and programs. Its primary objective is to generate interest in and support for the College's mission of academic distinction.

The administrative staff is comprised of the Director of Institutional Advancement, the Director of Development, the Director and Associate Director of College Relations, and the Coordinator of Special Events.

News and feature stories are disseminated regularly to local, state and national news media. Efforts are made to ensure timely release of newsworthy material of specific interest to selected media. Internal publications inform faculty, staff and students of College-sponsored activities.

The College of Charleston Speakers Bureau serves the community and allows College faculty and staff to share expertise with clubs, schools and civic organizations. A directory is distributed throughout the greater Charleston area, advising the public of possible program topics, speakers and contact procedures. All information services are performed by the Director and Associate Director of College Relations.

Arrangements, promotion and publicity for all special events are a part of the advancement function. Negotiations with performers, technical assistance, program accommodation, advertisement, ticket sales and other management requirements are the responsibility of the Coordinator of Special Events. The master calendar, the use of facilities for college and non-college organizations and the regular publication of calendars of events are assigned to the Special Events office.

The advancement staff continues to identify new support for the College, for its students, its faculty and its programs. This support is directly related to the academic direction of the institution and to its overall development. The staff maintains liaison with alumni, parents and other friends of the College, including business and industry in the Berkeley, Charleston and Dorchester area. It has established and continues to work with a Parents' Advisory Council and a College/Community Advisory Council.

Through its many functions, the advancement office monitors the success of the College's efforts and assesses the strengths and weaknesses of its programs.

PHYSICAL FACILITIES

The College of Charleston's main campus comprises approximately ten city blocks bounded by Calhoun, St. Philip, Wentworth, and Coming Streets. The buildings consist of Harrison Randolph Hall (the administration building), Towell Library (the original library), Maybank Hall (classroom building), Library, Central Energy Facility, Bookstore, Science Center (First Increment), Physicians Memorial Auditorium, Fine Arts Center, Stern Student Center, Cafeteria, Men's and Women's Residence Halls (1,318 permanent beds), President's Residence, Student Health Center, Early Childhood Development Center, 60 former residences converted to Faculty and Administrative offices, a gymnasium constructed in 1939 as a WPA project, Physical Plant Repair Shops and Warehouse. The College also operates an undergraduate marine science laboratory on James Island at Fort Johnson. Nine of the former residences are being leased from the College of Charleston Foundation for Faculty and Administrative offices until they can be budgeted through the Capital Improvement Program.

The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district, which by law affect the College. Extensive demolition and sight clearing for new construction are not possible, and restoration and maintenance of existing buildings, primarily former residences, is the law (city, state and national).

The College has renovated and converted over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 sq. ft. Forty-six percent of the buildings are over 120 years old. This figure includes 8% which are over 170 years old. Seventy percent of the buildings are former residences.

This uniqueness carries with it great charm and beauty, but the distinction of the campus often obscures the problems which constantly beset the administrators who seek to effectively and efficiently operate and maintain the physical plant to serve the growing student body and mission.

The problems with these historic facilities are that they are not on our underground steam and chill water system, nor our centrally metered electrical distribution. Most are heated with natural gas directly from city service lines of SCE&G or oil fired heating system. Most of these buildings have not been insulated in the

roof, the sides, and crawl space below the ground floors. None is equipped with storm windows. Energy costs for these types of facilities are very high relative to total square feet of standard facilities found at most other colleges and universities. These are fragile buildings, inaccessible to the physically handicapped, most of which are of wooden frame with ornate porches generally on each floor, the appearance of which must be maintained for historical purposes. They need to be upgraded to comply with electrical and plumbing code requirements. They also need to be equipped with central heating and air conditioning systems. Some have expensive slate or copper roofs. The interior and exterior walls of all these facilities need to be repaired and painted more often than the usual facilities that are found at other colleges and universities. The multi-locations cause significantly more security problems, both with respect to personal safety as well as property security. Situated in an urban area with a very high crime rate, the College must operate and maintain a larger security force and associated equipment.

Recognizing the limitations of the physical facilities, a Master Physical Development Study was made and a Capital Improvement Plan published. The Plan provided for the expansion of the College academic facilities at its present location; the existing buildings to be brought to their maximum potential through rehabilitation and new buildings built for required academic and student facilities through a phased land acquisition program. The new facilities were constructed to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the educational, architectural and aesthetic appointments historically associated with the campus. The new designs complement the historic buildings in surface materials, facade design and size. Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a "special award" for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings, but also the building of new structures "which are architecturally compatible with the old." The result "is an ambience that is at once traditional, modern and pleasing."

The College's efforts have been further recognized by the American Association of Nurserymen through their presentation to the College of Charleston of the National Landscape Award in recognition of the College's achievement in landscape and beautification; by an award of merit from the American Association for State

and Local History; by a special award for area preservation from the Preservation Society of Charleston; and by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award on the College of Charleston for an outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus. The College received its second design award by the South Carolina Chapter of the American Institute of Architects in March 1980, for the design of the Albert Simons Center for the Arts (Fine Arts Center).

CONSTRUCTION PROGRAM 1979-1980

Education Center—This two-story, 52,000 square foot facility will centralize several student academic support programs in a handicapped accessible building. In addition to general-use classrooms and lecture halls, the facility will house the Continuing Education offices and meeting rooms, the College Skills Laboratories, and foreign language laboratories. The projected completion date for this project is September 1980.

New Residence Hall—Construction on this four-story, 333-bed dormitory began during the fiscal year and was completed in August 1980. The dormitory is configured in suites with either 2 or 3 beds to each bedroom and between 2 to 4 bedrooms per suite. Handicapped accessibility of the facility was included in design and construction.

Campus Development—This project is the continuation of efforts to provide a safe and attractive campus area for the College community. It has been accomplished in conjunction with the extension of underground fire, security, and utilities systems to College facilities south of the city street which bisects the campus. This work has allowed the placement of additional lighting along the main pedestrian areas heavily traveled by students as they pass to and from parking areas and residence halls to the dining hall, the library, the student center and the academic buildings. It has also involved alterations to assure the handicapped of accessibility to and mobility around this part of the campus.

Outdoor Activities Facility (Phase II)—This physical education and recreational facility is located 6 miles from the main campus. The initial phase of this project involved the acquisition of 17 acres of highland. The current phase involves the development of playing fields for soccer, baseball and other physical education activi-

ties and intramural sports. The facility will be operational by Fall 1980.

Physical Education Center—This 70,000 sq. ft. facility is in the architect design phase. Construction is scheduled to begin in September 1980. All working drawings are complete. The facility provides academic physical education classrooms and laboratory, racquetball courts and limited locker rooms. The new facility will be connected to the old athletic center which is slated to be renovated when construction on this project is completed. Completion is expected during the Spring of 1982.

Multi-Level Parking Garage—In cooperation with the City of Charleston, the College has under design a four or five-story parking garage for 500 to 600 cars. The agreement calls for the city to provide on a 99-year lease basis the land which it owns and uses for surface parking for 126 cars. The College would provide the construction funds—1.9 million in Capital Improvement Bonds and \$1 million in revenue bonds. The city will manage the garage, and when the revenue bonds are paid off, the partners would split on the basis of total cost (the city's basis being the assessed value of the land—\$500,000).

THE DEPARTMENT OF ALUMNI AFFAIRS

The Department of Alumni Affairs serves as the coordinating office between the College and its alumni. The department also works in close association with the College of Charleston Alumni Association.

The office staff maintains up-to-date cards, files and addressograph plates of alumni, including more than 5,400 living graduates.

The College of Charleston Newsletter, a magazine, is published three times during the year, and carries information about the College and its alumni to more than 6,800 persons on the department's mailing list—including administrators, alumni, faculty, friends, staff and students.

Tour programs during the year provided opportunities to visit Germany, Washington, D. C. and Disney World.

The department assisted the College Foundation with its first Charleston area alumni phonathon for contributions to the Annual Fund, and also assisted the Alumni Association with its membership and fund-raising activities.

Alumni were encouraged to return to the campus for the Installation Week ceremonies last September; for Founders Day activi-

ties in March; for Alumni College weekend programs in July and February; for Homecoming in February; for an annual meeting and reception in May; and for Commencement activities in December and May.

Special emphasis is placed on programs for class reunions, many of which are held during the spring Commencement weekend. Periodic gatherings of alumni, faculty, staff and students are held during the school year.

An alumni admissions committee program was inaugurated during the year, and an alumni class representative program was begun.

Area alumni meetings were held in Aiken, S. C.; Beaufort, S. C.; Charlotte, N. C.; Columbia, S. C.; Florence, S. C.; Greenville, S. C.; Jacksonville, Fla.; Spartanburg, S. C.; and Washington, D. C.

BUSINESS AFFAIRS

Accounting

The College's Accounting Department provides professional accounting and reporting services on behalf of all institutional financial activities. Services provided include, but are not limited to, accounts payable, payroll, grants accounting, financial aid accounting, and all general reporting. The utilization of a fund accounting system ensures the proper observance of limitations and restrictions placed on the varying resources available to the College. The accounting system is designed to provide accurate and timely financial information and service to the State of South Carolina, applicable agencies, College departments and any other concerned groups or individuals.

Purchasing

Centralized purchasing and its related functions are conducted under an Assistant Vice President. Purchase transactions have remained constant this year at the 6000 level. Due to consolidation of requirements and increased processing through the State Purchasing Office, each transaction requires more processing time, thus the workload has increased overall. Outfitting of two new buildings (Dormitory and Education Center) has further taxed our two full time buyers.

Our Central Store Branch provides immediate availability and consolidated buying advantages for 495 high use general purpose items, up from 439 a year ago. Issues have increased from \$111,000 to \$136,000.

Some 90% of all purchase action receipts are documented through the Central Receiving Branch thus strengthening control over material acquisitions and practically eliminating the possibility of duplicate payments to vendors.

Acquisition, redistribution and inventory of our 15,000 items of portable plant property are facilitated by use of our computerized Plant Property Inventory System. The addition of financial reconciliation for fiscal year '81 will enhance the fiscal and physical control exercised over portable, highly pilferable Plant Property.

Physical Plant

Plant operation and maintenance expenditures in 1979-1980 were \$2,462,645 as compared to \$2,452,775 in 1978-1979. Construction of the Fine Arts Center was completed and the building was accepted in August 1979, in time for the school year. This new building imposes a significant increase in the energy consumption of the Central Energy Plant, which provides steam and chilled water for all major buildings on the campus.

An energy audit was completed on all College buildings and a Federal Grant to install stack economizers in two Central Energy boilers was approved. Several major projects were completed to upgrade the structural condition and exterior preservation of the historical houses which were renovated 5-8 years ago for use as student housing. The personnel assigned to the Support Services Division (Physical Plant, Custodial, Grounds and Motor Pool) number 130.

Motor Pool

The Motor Pool, under the supervision of the Physical Plant Director, consists of five station wagons, three sedans, two 41-passenger buses and three mini buses, eleven maintenance vehicles and six other special use vehicles (one sedan and two three-wheel scooters are used by Public Safety, one van for on-campus mail delivery, one step van by Central Receiving and one three-wheel scooter by Groundskeeping Department) total 30.

Auxiliary Enterprises

These functions encompass the responsibilities for the management and operation of the Bookstore, Campus Shop, Snack Bar, Cafeteria, Vending Machines and Business Management for all residence halls. This area of operation serves the College community very well.

Snack Bar

The Snack Bar provides students, faculty and staff with a convenient fast food operation and general meeting place. It provides a vast assortment of quick foods including "homemade" style pizza, which has proven to be a real crowd pleaser. The Snack Bar gross sales figure for FY 79-80 was \$174,433.

Cafeteria

The Cafeteria kitchen staff provides daily meals in the cafeteria and prepares and serves on a catering basis for special functions on and off campus. It also provides daily luncheon meals for the College of Charleston Club and the Early Childhood Development Center. The Cafeteria sales were \$761,631 during FY 79-80.

Bookstore and Campus Shop

The sales volume of textbooks and other merchandise in the Bookstore and Campus Shop has remained steady during the past year. Total sales in the Bookstore and Campus Shop were \$733,029.

Residence Halls

This year the College of Charleston housed 1,275 students. The College has completed a new residence hall at the corner of Wentworth and Coming Streets which is expected to house another 333 students. The College offers a wide variety of living quarters ranging from conventional dormitory multi-story housing to houses arranged much like one would find in any home in the beautiful City of Charleston.

Student Characteristics			
Fall Term: White	4,231	2,440	4,278
Black	182	183	174
Fall Term: White	2,379	1,433	1,411
Black	103	98	100
State Residents	2,030	1,235	1,274
Out-of-State or Foreign-Born	752	241	237
State Residents as a Percent of Total Class	95%	80%	80%
Faculty Characteristics			
Professors	54	53	55
Associate Professors	34	33	33
Assistant Professors	36	35	35
Other	35	33	30
Percent with terminal degree	81%	75%	84%
Course Offerings	354	340	344
Credit Hours Taught	22,704	22,069	22,491
Average Weekly Scheduled Teaching Hours	13.5	14.1	13.5
Average Class Size	26.2	27.7	26.2

FINANCIAL REPORT

FISCAL YEAR ENDING JUNE 30, 1980

Operating Funds:

Educational and General Revenue	
State Appropriation	\$10,515,206
Student Fees	2,821,977
Other Revenue	271,201
Balance June 30, 1979	\$322,342
Balance June 30, 1980	612,375 (290,033)
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Total Educational and General Revenue	\$13,318,351
Auxiliary Enterprises (net expended)	3,050,828
Student Aid (net expended)	1,310,103
Student Activities (net expended)	181,639
Sponsored Instructional and Research (net expended)	849,408
<hr/>	
Total Operating Revenues	<u>\$18,710,329</u>

Expenditures:

Educational and General	
Instruction	\$ 6,682,753
Research	64,437
Academic Support and Library	917,528
Student Services	742,572
Institutional Support	2,448,416
Operation and Maintenance	2,462,645
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Total Educational and General	\$13,318,351
Auxiliary Enterprises	3,050,828
Student Aid	1,310,103
Student Activities	181,639
Sponsored Instructional and Research	849,408
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Total Operating Expenses	<u>\$18,710,329</u>
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Capital Improvement Expenditures	<u>\$ 4,434,559</u>

STATISTICS

	<i>Fall</i> 1977	<i>Fall</i> 1978	<i>Fall</i> 1979
<i>Total Enrollment</i>			
Head Count	5,193	5,164	5,033
Full Time Equivalent (based on 15 credit hours for undergraduate and 12 credit hours for graduate students)	4,264	4,156	4,055
Percent Increase/(Decrease) in Head Count	—	—0.6%	—2.5%
Percent Increase/(Decrease) in FTE	—	—2.5%	—2.4%
<i>Enrollment by Type of Student</i>			
Degree Candidates	3,905	3,899	3,844
Nursing	213	234	169
Allied Health	0	7	20
Evening	631	664	581
Community Service	265	131	97
Graduate	179	229	322
<i>Enrollment by Class</i>			
Freshmen	1,499	1,400	1,415
Sophomores	1,123	1,174	1,121
Juniors	683	662	675
Seniors	600	663	633
Graduate	179	229	322
Others	1,109	1,036	867
<i>Enrollment by Sex</i>			
Male: Part Time	517	512	471
Full Time	1,612	1,513	1,425
Total	2,129	2,025	1,896
Female: Part Time	955	1,023	1,012
Full Time	2,109	2,116	2,125
Total	3,064	3,139	3,137
Female as a Percent of Total Head Count ..	59%	60%	62%
Male as a Percent of Total Head Count ...	41%	40%	38%
<i>Student Characteristics</i>			
Full Time: White	3,531	3,460	3,376
Black	190	169	174
Part Time: White	1,369	1,439	1,377
Black	103	96	106
State Residents	5,000	4,923	4,779
Out-of-State or Nonresidents	193	241	254
State Residents as a Percent of Head Count	96%	95%	95%
<i>Faculty Characteristics</i>			
Professors	22	22	25
Associate Professors	54	66	82
Assistant Professors	96	85	78
Other	19	22	26
Percent with terminal degrees	81%	75%	84%
Course Offerings	894	949	966
Credit Hours Generated	63,753	62,089	60,467
Average Weekly Scheduled Teaching Hours	13.0	14.01	13.2
Average Class Size	26.2	27.7	25.9

	Fall 1977	Fall 1978	Fall 1979
FTE Students to FTE Faculty Ratio			
FTE Student	4,269	4,156	4,055
FTE Faculty	216.2	195.66	217.08
Ratio	19.7:1	21.2:1	18.7:1

Average Salaries of Instructional Faculty

Professor	\$19,832	\$21,471	\$23,295
Associate Professor	\$17,154	\$18,507	\$20,755
Assistant Professor	\$15,134	\$16,069	\$17,479